

School Health Program Manual

Section D School Nursing Practice

Chapter 2 Roles and Responsibilities

Competencies in School Nursing Practice

The components of nursing practice in North Carolina are defined and regulated by the North Carolina Board of Nursing as documented in 21NCAC 36.0224, Components of Nursing Practice for the Registered Nurse. Consistent with those regulations, a competency tool based on the School Nursing Standards of Practice (ANA & NASN, 2005), developed by the Connecticut State Department of Education, is applicable to North Carolina school nursing practice and is described in this chapter.

There are 16 standards outlined in the School Nursing Standards of Practice. Each section in this tool represents a separate standard. The tool is designed to assess where each nurse is for that particular standard at that point in time. While each standard complements the others, the competency tool is designed to look at each standard independently. The performance evaluation tool is designed to provide an overall picture of an individual school nurse's achievement in meeting all of the school nursing standards of practice.

The tool is presented in a checklist format in order for the school nurse/school nurse supervisor to identify the skills and knowledge that the school nurse applies in his/her daily practice. As you read each standard, the columns build from left to right, from novice to expert. In other words, to be considered proficient, the school nurse would have successfully accomplished all the competencies identified under the emergent and competent level as well as the competencies delineated for proficient. Each standard should be considered separately; therefore, a school nurse may find that he/she is at the expert level for assessment but only at the emergent level for research.

In order to fully utilize these competencies to guide individual school nurse practice, it is essential that some overarching principles are in place at the district level. These include an introduction to district policies and procedures, familiarity with the data system within the district for data collection and nursing documentation, knowing how and when to access the nursing supervisor, and having access to available resources both inside and outside the school district.

This competency tool is intended to be used as:

- an orientation plan for new nurses;
- an evaluation tool by a nursing supervisor;
- a self evaluation tool by the school nurse;
- a program planning tool, and
- a goal setting tool for school nurses.

Each school nurse should review the entire tool at

http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/Nursing_Competencies.pdf